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# M.S. in Education with a Specialization in Interdisciplinary Arts [2002]

Nova Southeastern University

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# Nova Southeastern University

*M.S. In Education with a Specialization in:*

## Interdisciplinary Arts

Mission  
Program

Schedule  
Recertification

Courses  
Admission

### COURSE DESCRIPTIONS

The following is a list of course descriptions for classes in the M.S. in Education degree program with the specialization in Interdisciplinary Arts (IAP) at Nova Southeastern.

#### FOUNDATION COURSES:

**1. Research in Interdisciplinary Arts: An Introduction to the I.A. Program**  
(EIA 526; 3 credits)

This course orients the incoming student to the core ideas, history and philosophy of Interdisciplinarity in the Arts. It also introduces students to the various research designs and methodologies relevant to the arts such as historiography, arts-based research, content analysis, theory and criticism, and relevant elements of qualitative and quantitative methods. Students examine the origins, contexts, masterpieces, and creators of exemplary artworks that combine various art forms. From Gesamtkunstwerk to contemporary interactive multimedia video and musical theater, elements of form, structure and composition are explored as students select a focus of study and prepare a research paper.

**2. Interdisciplinary Arts in Society, Community, and School** (EIA 501; 3 credits)

This survey course outlines the emerging field of Community Arts and defines vital roles artists can play in structuring, rebuilding and maintaining communities within cultural, social and educational contexts. This course will develop the awareness and ability to nurture relationships among the artist, arts organizations, educational organizations, the business and commercial sector and audiences, including the ability to broaden participation in the arts, initiate arts education programs and forge links among various communities.

**3. Applied Aesthetics in the Arts – Curriculum and Instruction (EIA 506; 3 credits)**

Applied Aesthetics examines the philosophical underpinnings of Art. Students explore the aesthetic, intellectual, perceptual, ethical, analytical, visionary, critical and pragmatic aspects of various arts disciplines and how they can be applied to curriculum. Some of the issues addressed are the role of authorial intention, the nature of expression, the nature of realism, the art-as-moral-teacher versus art-for-art's-sake debate, the nature of beauty, the Mozart Effect, learning styles, multiple intelligences and theories of genres.

**4. Arts and Classroom Management: Infusing Arts into the Classroom & Beyond (EIA 503; 3 credits)**

Students will be introduced to the concepts and practices of arts infusion into the classroom. Methods and techniques of dramatization, music, dance, and visual art utilized as learning vehicles are investigated and analyzed. The structure of the "classroom" is reexamined as a potential "learning stage" and reevaluated as an arts-friendly environment wherein numerous learning styles are addressed. Some of the issues covered are balancing creative chaos with an atmosphere of orderly systematic learning; grading and evaluation; arts as a delivery system for teaching math, science, history and social studies; and the role of the arts in teaching character and emotional intelligence. Arts Management beyond the classroom is also explored.

**SPECIALIZATION COURSES:**

**5. Studies in Creative Process & Conceptual Arts: A Quantum Vision (EIA 511; 3 credits)**

This course examines the nature of the creative arts in contrast to the interpretive arts. It encourages students to embark upon a personal exploration of the creative process as they conceptualize new works and new forms of expression and artistic achievement. Students investigate techniques of harnessing and applying creative thinking as a method of problem solving. Key principals of quantum physics are applied to art and the creative process. Parallels are drawn between creativity and the quantum realm – the invisible world wherein the visible is designed and assembled. In this environment of pure potentiality, students are encouraged to challenge existing perceptions, interpretations, and expectations in an effort to cultivate imagination and flexibility. This course offers insight into students' roles as artists and educators who will be creating a new global culture.

**6. Arts and Expressive Therapies – A Survey (EIA 512; 3 credits)**

The area of Expressive Therapies explores the arts as a vehicle for therapeutic artistic expression, transformation and healing. With the basic philosophical assumption that art is inherently a psychological activity, this course emphasizes a developing awareness of the healing aspects of the arts in both diagnostic and therapeutic intervention. It examines different art modalities in their practice in a range of clinical, educational and human service settings. Taking a holistic approach to health care and human growth, this course will examine both traditional and progressive methods of Arts and

## Expressive Therapies.

### 7. **The Art of Words – Writing for Dramatic Media** (EIA 513; 3 credits)

This course is an examination of the fundamentals of dramatic writing; learning to use the tools and techniques of the playwright, screenplay writer, teleplay writer, librettist, or performance artist. Plays, movies, TV shows, operas, ballets, and performance art will be explored and analyzed from the point of view of theme, plot, dialogue, character development, structure, tone, genre, and scenario. Each student will create a short original script. Building on the strengths of the specific arts discipline in which the student received undergraduate training, he or she will be guided through a linguistic pre-visualization of the project before scripting begins.

### 8. **Business Applications of Interdisciplinary Arts and Social Entrepreneurism** (EIA 514; 3 credits)

Applying Art to the Business World explores various methods of “taking art to work” with the objective of fostering productive collaborations, “out-of-the-box” problem-solving, enhanced ergonomic work environments, and higher morale and motivation in the corporate or business workplace. Students are introduced to concepts and practices of arts business and management. The roles and duties of producers, general managers, agents, unions, entertainment attorneys, and production officials are examined. The concept of “social entrepreneurship” is introduced as a new approach to business practices in the arts.

### 9. **Thou Art - Reuniting Culture and Spirit for a Global Society** (EIA 515; 3 credits)

This course will explore the concept of art as a verb – the present perfect form of being. The role of the artist in society is examined from the perspective that art is something one is rather than something one does – illuminating the unifying power of creativity. Emphasis is on cultures that have never separated from their spiritual core. This course focuses on ways of building bridges between Western Culture and its spiritual foundations through personal artistic expression.

### 10. **Multimedia Technological Resources** (EIA 516; 3 credits)

This course surveys technology as it relates to the arts. Lighting, sound, multimedia effects, video shooting and editing, music programs, and design programs and arts-related computer interfaces are examined and explored. Students gain practical experience as they engage in hands-on activities with state-of-the-art equipment at NSU’s Miniaci Performing Arts Center and the University’s Media Center.

### 11. **Capstone Project – Leadership Institute: Field Experience in Interdisciplinary Arts** (EIA 688; 6 credits)

This Capstone Project is the culminating event of the IA Program. It is an Interdisciplinary Arts Event conceived, written, created and produced by the student and the production team he or she has assembled. The project must be outlined in writing and approved by the Program administrator and artistic director and appropriate

faculty in order to be scheduled and marketed for public performance. It may take the form of an artistic work or lecture demonstration but must encompass some aspect of performance or presentation by the Masters Candidate. Students will be assisted by faculty and peers as they develop their Capstone Projects. The project must demonstrate excellence in the Interdisciplinary Arts and be accompanied by a contextual essay describing the history, evolution, intention, purpose and methods by which the student created the Capstone Event.



March, 2002

GTEP

FGSEHS